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PARCC ASSESSMENTS AND THE CCSS FOR GRADES 3-5 MATHEMATICS 2014 – 2015



**Partnership for Assessment of
Readiness for College and Careers**

Agenda

- Overview of PARCC and development of items
- Claim Statements
- Evidence Statements
- Task Types and Test Blueprints
- Test Administration
- Sample Items and Student Technology Skills
- Calculator and Tools policy
- Other PARCC Information and FAQs
- Glossary
- Resources
- Contacts



Partnership for Assessment of
Readiness for College and Careers

- Governing States in PARCC – AR, CO, IL, LA, MA, MD, NJ, NM, OH, RI and DC.
- All governing states are involved in all aspects of the item development and assessment process.
- Contractors, PARCC Inc., MOWGs (Mathematics Operational Working Group), CLGs (Core Leadership Group), SEs (State Educators)



Partnership for Assessment of
Readiness for College and Careers

The construction of items go through an intensive and long process. Details, timeline and those who are involved in the process can be found at:

<http://parconline.org/assessment-development>

- Item Review
- Field-testing
- Rangefinding
- Scoring
- Data Review
- Test Construction

PARCC Assessment Priorities

1. Determine whether students are **college- and career-ready** or on track
2. **Compare performance** across states and internationally
3. Assess the **full range of the Common Core Standards**, including standards that are difficult to measure
4. Measure the **full range of student performance**, including the performance of high and low performing students
5. Provide **data for accountability**, including measures of growth
6. Incorporate **innovative approaches** throughout the system

Assessment Design

Mathematics, Grades 3-HS

BEGINNING
OF YEAR

END
OF YEAR

2 Optional Assessments/Flexible Administration

Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

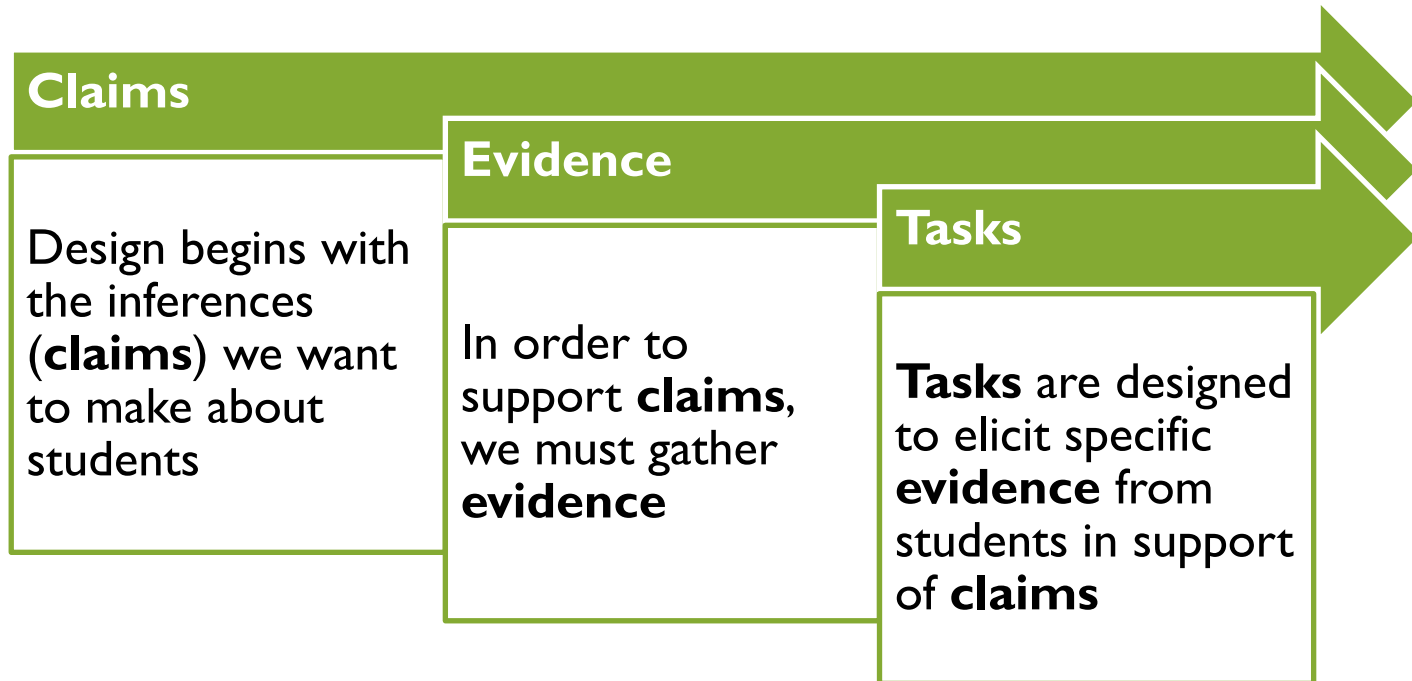
Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills
- Required

End-of-Year Assessment

- Innovative, computer-based items
- Required

Evidence-Centered Design (ECD) for the PARCC Assessments



ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to year results, and **increase efficiencies/reduce costs**.

Claims Structure*:

Mathematics Grades 3 - 5

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or “on-track” to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content¹ with Connections to Practices

The student solves problems involving the Major Content¹ for her grade/course with connections to the Standards for Mathematical Practice.

Grade 3: 43 points
Grade 4: 47 points
Grade 5: 44 points

Sub-Claim B: Additional & Supporting Content² with Connections to Practices

The student solves problems involving the Additional and Supporting Content² for her grade/course with connections to the Standards for Mathematical Practice.

Grade 3: 13 points
Grade 4: 9 points
Grade 5: 12 points

Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content³ (expressing mathematical reasoning)

The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

Grades 3-5: 14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1), reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

Grades 3-5: 12 points

Total Exam Score Points:
Grades 3 – 5: 82

¹ For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level's Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

² The Additional and Supporting Content in a grade/course is determined by that grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

³ For Grades 3 – 8, Sub-Claim C includes only Major Content.

*Updated September 2014. All points from fluency items in Grades 3-6 were reallocated to Sub-Claim A or Sub-Claim B.

Evidence Statements

To assist teachers in understanding how the Common Core content and mathematical practice standards will be assessed, PARCC has released Evidence Statements for each grade.

Evidence Statements are descriptions of student work and are used by writers to guide their development of assessment tasks. Evidence Statements describe what within a student's work indicates that the student has mastered a specific standard.

The clarifications provide additional information (such as limitations on numbers or whether the task is to be a word problem) to ensure consistency across tasks written for the same Evidence Statement.

Evidence Statement Tables:

Types of Evidence Statements

Several types of evidence statements are being used to describe what a task should be assessing, including:

1. Those using **exact standards language**
2. Those transparently **derived from exact standards** language, e.g., by splitting a content standard
3. **Integrative evidence statements** indicate proficiencies that align to more than one standard and reinforce coherence reflected in the CCSS
4. **Sub-claim C evidence statements** puts MP.3 and MP.6 (Reasoning) as primary with connections to content
5. **Sub-claim D evidence statements** which put MP.4 (Modeling) as primary with connections to content

Evidence Statements using Exact Standards Language

I. Those using **exact standards language**

Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
<p>3.OA.1</p>	<p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p>	<p>i) Tasks involve interpreting rather than calculating products in terms of equal groups, arrays, area, and/or measurement quantities. (See CCSSM, Table 2, Common multiplication and division situations, p. 89.) For example, “the total number of books if 5 shelves each have 7 books” can be represented by the expression 5×7 rather than “Marcie placed 7 books on each of 5 shelves. How many books does she have?”</p> <p>ii) Tasks do not require students to interpret products in terms of repeated addition, skip-counting, or jumps on the number line.</p> <p>iii) The italicized example refers to describing a real-world context, but describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a total can be expressed as a specified product.</p>	<p>MP.2, MP.4</p>

Where the ES connects to the CCSS.
Tasks will assess 3.OA.1

For Type 1 tasks, “Evidence Statement Text” may represent all or part of CCSS.
Description of what the tasks will require students to do.

“Clarifications” provide guidance on the depth and breadth of the tasks.

“MP” - Mathematical Practices provide guidance on how content should be connected to practices.

Evidence Statements Derived from Exact Standards

2. Those transparently **derived from exact standards** language, e.g., by splitting a content standard.

Tasks will assess 4.NF.4b This CCSS has been split into 2 Evidence Statements 4.NF.4b-1 and 4.NF.4b-2. The full text of 4.NF.4b is listed in the CCSS.

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
4.NF.4b-1	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$.</i></p>	<p>i) Tasks do not have a context.</p> <p>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</p> <p>iii) Tasks involve expressing a/b as a multiple of $1/b$.</p> <p>iv) Results may equal fractions greater than 1 (including fractions equal to whole numbers).</p> <p>v) Whole number results are limited to 0 through 5.</p> <p>vi) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>	MP.5, MP.7
4.NF.4b-2	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Use the understanding that a multiple of a/b is a multiple of $1/b$ to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i></p>	<p>i) Tasks do not have a context.</p> <p>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</p> <p>iii) Tasks involve expressing a/b as a multiple of $1/b$.</p> <p>iv) Results may equal fractions greater than 1 (including fractions equal to whole numbers).</p> <p>v) Whole number results are limited to 0 through 5.</p> <p>vi) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>	MP.5, MP.7

Integrative Evidence Statements

3. **Integrative evidence statements** indicate proficiencies that align to more than one standard and reinforce coherence reflected in the CCSS.

An Evidence Statement could be integrated across

- **Grade/Course** – Ex. 4.Int.2 (Integrated across Grade 4)
- **Domain** – 4.NF.Int.1 (Integrated across the Numbers and Operations - Fractions Domain)
- **Cluster** – 5.NF.A.Int.1 (Integrated across the grade 5 Numbers and Operations – Fractions Domain, articulated in Cluster A (5.NF.1 and 5.NF.2)

The extension numbers “.1, .2, 3-3” on all “Int” Evidence Statements are used for numbering/ordering purposes.

Integrative Evidence Statements

Grade/Course – Ex. 4.Int.1 (Integrated across Grade 4)

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
4.Int.2	Solve one-step word problems involving multiplying two two-digit numbers.	i) The given numbers are such as to require a general strategy based on place value and the properties of operations (e.g., 63×44). ii) Word problems shall include a variety of grade-level appropriate applications and contexts.	MP.1, MP.7

Draws on content from
ALL of Grade 4

Integrative Evidence Statements

Domain – Ex. 4.NF.Int.1 (Integrated across the Numbers and Operations - Fractions Domain)

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
4.NF.Int.1	Solve one-step word problems requiring integration of knowledge and skills articulated in 4.NF. Content Scope: 4.NF	i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	MP.1, MP.4

Draws on content from
ALL of NF in Grade 4

Integrative Evidence Statements

Cluster – 5.NF.A.Int.1 (Integrated across the grade 5 Numbers and Operations – Fractions Domain, articulated in Cluster A (5.NF.1 and 5.NF.2)

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
5.NF.A.Int.1	Solve word problems involving knowledge and skills articulated in 5.NF.A.	i) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.	MP.1, MP.4, MP.5

Draws on content from
ALL of Cluster A in the
Fractions Domain of
Grade 5

Sub-claim C Evidence Statements

4. Sub-claim C puts MP. 3 and MP.6 (Reasoning) as primary with connections to content. Only on PBA.

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
5.C.8-2	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p>Content Scope: Knowledge and skills articulated in 5.MD.5c</p>	i) Multi step problems must have at least 3 steps	MP.3, MP.5, MP.6

Sub-claim D Evidence Statements

5. Sub-claim D Evidence Statements puts MP. 4 (Modeling) as primary with connections to content. Only on PBA.

Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MP
5.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in this PBA Table excluding those standards listed in Evidence Statements for Subclaim C (i.e., 5.C.1-1 through 5.C.8-2)	i) Tasks may have scaffolding*. ii) Multi-step problems must have at least 3 steps.	MP.4
5.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD.	i) Tasks may have scaffolding if necessary in order yield a degree of difficulty appropriate to Grade 5. ii) Multi step problems must have at least 3 steps.	MP.4

*Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

Using an Evidence Statement

As an example of how a teacher might use Evidence Statements, let's assume that a teacher has written the following task to include on a unit assessment. The teacher indicates the task is aligned to Evidence Statement 3.OA.4 which is provided below the task.

Johnny has 8 crayons. He wants to give an equal number of crayons to each of his 4 friends. He wrote the equation $4 \times ? = 8$ to find the number of crayons he should give to each friend. How many crayons should Johnny give to each friend?

Based on the information in Evidence Statement 3.OA.4, would this be considered a PARCC-like task?

Evidence Statement Key	Evidence Statement Text	Clarifications	Math Practice(s)
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $7 = w \div 3$, $6 \times 6 = ?$.</i>	i) Tasks do not have a context. ii) Only the answer is required (methods, representations, etc. are not assessed here). iii) All products and related quotients are from the harder three quadrants of the times table ($a \times b$ where $a > 5$ and/or $b > 5$).	-

Using an Evidence Statement

The answer is “no.” Clarification (i) indicates that problems with context are not to be used when writing tasks for Evidence Statement 3.OA.4. Since this is a real-life application presented in the form of a word problem, the task does not meet this clarification. This limitation occurs because all End-of-Year Assessment tasks are Type I tasks and must be computer scored. The task should be simple and straight forward, such as “Find the missing number: $4 \times ? = 8$.” *Additionally, the task does not meet the content limits of clarification (iii) as 4 and 2 are both less than 5.*

Links to each Evidence Statement are provided below can be found at the following link: <http://www.parcconline.org/mathematics-test-documents>

[Grade 3 PBA and
EOY Evidence
Statements](#)

[Grade 4 PBA and
EOY Evidence
Statements](#)

[Grade 5 PBA and
EOY Evidence
Statements](#)

[Grade 3 Informational
Guide](#)

[Grade 4 Informational
Guide](#)

[Grade 5 Informational
Guide](#)

Overview of Task Types

- The PARCC assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is described on the basis of several factors, principally the purpose of the task in generating evidence for certain sub claims.

Overview of PARCC Mathematics Task Types

Task Type	Description of Task Type
I. Tasks assessing concepts, skills and procedures	<ul style="list-style-type: none">• Balance of conceptual understanding, fluency, and application• Can involve any or all mathematical practice standards• Machine scorable including innovative, computer-based formats• Will appear on the End of Year and Performance Based Assessment components• Sub-claims A and B
II. Tasks assessing expressing mathematical reasoning	<ul style="list-style-type: none">• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).• Can involve other mathematical practice standards• May include a mix of machine scored and hand scored responses• Included on the Performance Based Assessment component• Sub-claim C
III. Tasks assessing modeling / applications	<ul style="list-style-type: none">• Each task calls for modeling/application in a real-world context or scenario (MP.4)• Can involve other mathematical practice standards• May include a mix of machine scored and hand scored responses• Included on the Performance Based Assessment component• Sub-claim D



• PARCC BLUEPRINTS

Blueprints are a series of documents that together describe the content and structure of an assessment. These documents define the total number of tasks and/or items for any given assessment component, the standards measured, the item types, and the point values for each.

• <http://www.parcconline.org/mathematics-test-documents>



Design of PARCC Math Summative Assessments

Performance Based Assessment (PBA)

Type I items (Machine-scorable)

Type II items (Mathematical Reasoning, Hand-Scored and/or Machine-scorable)

Type III items (Mathematical Modeling, Hand-Scored and/or Machine-scorable)

End-of-Year Assessment (EOY)

Type I items only (All Machine-scorable)

PARCC BLUEPRINTS – PBA/MYA

Assessment	Items	Grade 3	Grade 4	Grade 5
PBA/MYA	Type I 1 point	8	8	6
PBA/MYA	Type I 2 point	2	2	3
PBA/MYA	Type II 3 point	2	2	2
PBA/MYA	Type II 4 point	2	2	2
PBA/MYA	Type III 3 point	2	2	2
PBA/MYA	Type III 6 point	1	1	1
PBA/MYA TOTAL	Type I	10/12pts	10/12pts	9/12pts
PBA/MYA TOTAL	Type II	4/14pts	4/14pts	4/14pts
PBA/MYA TOTAL	Type III	3/12pts	3/12pts	3/12pts
PBA/MYA TOTAL		17/38pts	17/38pts	16/38pts

PARCC BLUEPRINTS - EOY

Assessment	Items	Grade 3	Grade 4	Grade 5
EOY	Type I 1 point	34	28	28
EOY	Type I 2 point	5	8	8
EOY	Type I 4 point	-	-	-
EOY TOTAL		39/44pts	36/44pts	36/44pts

Link to the PARCC Test Blueprints:

[PARCC Test Blueprints](#)

Test Administration

The table that follows provides a breakdown of the testing units by grade level, including an estimate of the amount of time the typical student will need to complete each unit. These estimates have been refined based on the results of the field tests and are summarized here: <http://parcconline.org/update-session-times>.

Component	Format and Administration
Performance-Based Assessment (PBA) Hand- and Computer-Scored Items	Format Approximately 75% of the way through the school year 2 mathematics units (Grade 3 – 75 minutes/unit, Grades 4 and 5 – 80 minutes unit 1, 70 minutes unit 2) Administration 20 day testing window for Computer Based Tests (CBT): March 2-27, 2015
End-of-Year Assessment (EOY) Computer-Scored Items Only	Format Approximately 90% of the way through the school year 2 mathematics units (75 minutes/unit – all grades) Administration 20 day testing window for Computer Based Tests (CBT): April 27-May 22, 2015

PARCC SAMPLE ITEMS & TESTS

- <http://www.parcconline.org/practice-tests>
- <http://practice.parcc.testnav.com/#>
 - Under **Sample Test**, you will find sample items for PBA (3-8, HS)
 - Under **Practice Test**, you will find a practice EOY assessment (3-8, HS)
 - This Fall (2014), there will be a release of a 3-8 and HS PBA practice test
 - Under **Tutorial**, you will find a sequence of screens that demonstrate the navigation and tools available of the assessment technology platform (TestNav 8)
 - There will be a tutorial coming soon on using Equation Editor

Student Technology Skills

Students taking the PARCC online assessments have an opportunity to practice using the computer tools provided in PARCC's online testing system. These tools include both the enhanced-technology and accessibility features available to all students. PARCC has developed a Tutorial and Sample Tasks for the purpose of learning how to use these tools. Both are accessible <http://practice.parcc.testnav.com/#>

Technology-Enhanced Item Types in Online Assessments

Both the online Performance-Based Assessment and End-of-Year Assessment will have computer-scored Type I tasks. Students will use computer-based enhancements such as:

- select (multiple choice)
- multiple select
- inline choices (drop down menus)
- drag-and-drop
- fill-in-the-blank
- hotspots
- combination equation builder and text editor

The following examples are screenshots of computer-based enhancements taken from online samples provided by PARCC.

Student Technology Skills

Select (multiple choice): Students choose only one correct answer. The multiple select format is similar, but allows for choosing more than one correct answer.

What does $18 + 22$ equal?

- ☐ A. 40
- ☐ B. 18
- ☐ C. 0
- ☐ D. 52

Inline Choice (drop down menus): Students select correct responses from a drop-down menu to complete mathematical or verbal statements.

For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. The equation shows a way to determine the number of students that will be in each van.

$$72 \div 9 = ?$$

The given equation can be rewritten using a different operation.

Use the drop-down menus to select the operation and the numbers to complete the equation.

= 72

Student Technology Skills

Drag-and-drop: Students select and move information to provide correct responses.

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats
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Fill-in-the-blank: Students provide a short, usually numeric, response in a provided box.

Patricia needs to read for 120 minutes each week.

- She read for 26 minutes on Monday.
- She read for 39 minutes on Tuesday.
- She read for 38 minutes on Thursday.

How many more minutes does Patricia need to read this week?

Enter your answer in the box.

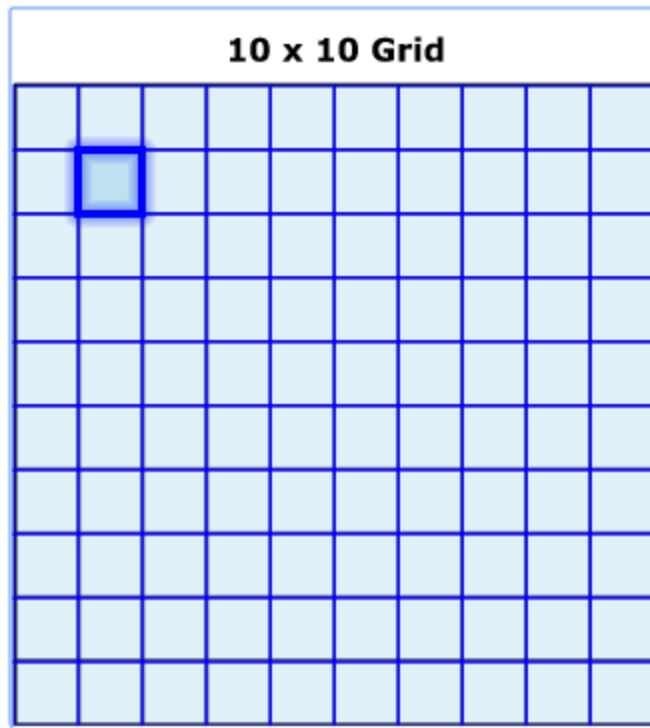
 minutes

Student Technology Skills

Hotspots: Students provide correct responses by selecting an object such as a point on a number line, squares to show an array, or a point on a coordinate plane.

The grid shows how much wall space the art teacher can use. Use the grid to create a rectangular array showing how the art teacher might arrange the tiles on the wall.














Select the boxes to shade them. Each tile should be shown by one shaded box.





Student Technology Skills

Grades 3-5 Equation and Text Editor: Students use this tool in conjunction with the keyboard to provide detailed explanations or to show problem-solving methods used in Type II and Type III tasks. This tool will also be used in Type I tasks when entering fractions and mixed number responses.

How many beads did Damian and Trish each receive? Show or explain how you arrived at each answer.





▼ Numbers

0

1

2

3

4

5

6

7

8

9

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▼ Arithmetic and Units

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TYPE I ITEMS

Type I items assess Sub-claims A&B

Grade 3

Reading Time

Grade 4

Subtraction

Grade 5

Two Aquarium Tanks

TYPE II ITEMS

Type II items assess Sub-claim C (reasoning)

Grade 3

The Field Part A

The Field Part B

Grade 4

Fraction Comparison

TYPE III ITEMS

Type III items assess Sub-claim D (modeling)

Grade 3

Art Teacher Rectangular Array

Grade 4

Three Friends' Beads

Grade 5

Pencil Box

PARCC CALCULATOR POLICY

Allowable Calculators

- Grades 3-5: **No calculators allowed**, except for students with an approved calculator accommodation

Calculator Accommodations:

- For students who meet the guidelines in the *PARCC Accessibility Features and Accommodations*
- *Manual for a calculation device, this accommodation allows a calculation device to be used on non-calculator section of any PARCC mathematics assessment. Test administrators are not required to collect calculators for items measuring fluency.*
- If a student needs a calculator as part of an accommodation in the non-calculator section, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student can also bring his or her own, provided it is specified in his or her approved

PARCC MATHEMATICS TOOLS POLICY

- **Rulers/Protractors (required):**
- Rulers are used on PARCC items at all grade levels.
- Protractors are used on PARCC items for grades 4 and higher.
- For computer-based assessments, the grade-appropriate rulers and protractors are provided through the computer-based platform.
- For paper-based assessments, rulers and protractors are included in the PARCC-provided materials that are shipped to schools/districts.
- Schools are **not allowed to provide their own rulers or protractors during PARCC assessments.**
- To practice with the computer-based rulers and protractors, please visit the PARCC Practice Test at:
<http://practice.parcc.testnav.com/>

PARCC MATHEMATICS TOOLS POLICY

- Grade 3 ruler provided on the PARCC paper-based assessments (1/4 inch units)
- Grades 4 and higher ruler provided on the PARCC paper-based assessments (1/8 inch units and centimeters)
- Grade 4 and higher protractor provided on the PARCC paper-based assessments

PARCC MATHEMATICS TOOLS POLICY

Mathematics Reference Sheets:

- Students in grades 3 and 4 will not have a reference sheet because the Common Core State Standards for Mathematics for these grades do not require one. Students in grade 5 will be allowed to use the reference sheet posted. [PARCC Reference sheets Grades 5 - 8](#)
- For computer-based assessments, the grade 5 reference sheet is provided on the computer-based delivery platform. If desired, schools may also make printed copies available to students during administration.
- For paper-based assessments, the grade 5 reference sheet is provided in the PARCC-provided materials during shipment.

Graph Paper (allowable, but not required):

- Graph paper is allowable at all grade levels/courses for PARCC assessments.

OTHER PARCC INFORMATION –

Model Content Frameworks

- The frameworks serve as a bridge between the CCSS and guiding the development of the formative tasks and diagnostic tools.
- Help curriculum developers and teachers as they work to implement the standards in their states and districts
- Do not contain a suggested scope and sequence but rather provide examples of key content dependencies (where one concept ought to come before another), key instructional emphases, opportunities for in-depth work on key concepts and connections to critical practices
- clarify areas of emphasis in each grade and what changes in the standards from one grade to the next. It denotes which standards are Major content (sub-claim A), Additional content, and Supporting content (sub-claim B).

<http://www.parcconline.org/parcc-model-content-frameworks>

OTHER PARCC INFORMATION –

PARCC Learning Modules

- PARCC is developing a series of online professional learning modules to help teachers, counselors, school leaders, and school and district testing coordinators understand the new PARCC Assessment System and put the new high quality assessments to work for them and their students.
- These tools will help educators learn how to read results from the assessments, make inferences about the results, and identify learning gaps in time to make relevant instructional decisions and modifications.
- The first two completed online professional training modules focus on the PARCC Common Assessments Overview and the PARCC Accessibility System.
- Future professional online learning module topics include: Introductions to the PARCC Mid-Year Assessment, PARCC Diagnostic Assessment and the PARCC Speaking and Listening Assessment
- <http://www.parcconline.org/professional-learning-modules-parcc-assessments>

OTHER PARCC INFORMATION –

Performance Level Descriptors

- In mathematics, the performance levels at each grade level are written for each of five assessment sub-claims: (1) major content: (2) additional and supporting content: (3) reasoning; and (4) modeling
- The performance levels within each claim area are differentiated by a number of factors consistent with the Common Core's inclusion of standards for both mathematical content and mathematical practices and PARCC's Cognitive Complexity Framework for Mathematics.
- <http://parcconline.org/math-plds>

OTHER PARCC INFORMATION –

PARCC Accessibility Features and Accommodations Manual

- a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the PARCC Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students
- <http://www.parcconline.org/parcc-accessibility-features-and-accommodations-manual>

OTHER FAQs

- **Will there be a Spanish version of the test?**

Yes, but only for mathematics, not for ELA.

- **Who decides on who takes the paper-based and who takes the computer-based assessment?**

It is the State's decision, which is based upon student need. More information will be forthcoming.

- **When will the diagnostic assessment be available?**

It is anticipated that the diagnostic assessments will be available in Summer 2015, for use in the 2015-16 school year.

- **Will the Performance Based Assessment (PBA) and the End-of-Year (EOY) Assessment be scored separately?**

No, students will receive a single score report that brings together the student's performance on both the Performance Based Assessment (PBA) and the End-of-Year (EOY) Assessment sessions.

- **When will the 2015 PARCC scores be available to school districts?**

Student score reports will be available toward the end of September/Early October 2015.

Glossary

Claim: A statement about student performance based on how students respond to test questions. PARCC tests are designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college and career ready or on track toward that goal and are making expected academic gains based on the Common Core State Standards. To support such claims, PARCC assessments are designed to measure and report results in multiple categories called master claims and sub-claims.

End of Year Assessment (EOY): End-of-year assessments are administered after approximately 90 percent of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will ask students to demonstrate solid understanding of mathematics concepts and demonstrate mathematical fluency.

Evidence Statement: Words or phrases that describe student work and support claims about students' mastery of particular standards. Evidence statements describe what one can point to in a student's work to show that the student has mastered a specific standard.

Local Education Agency (LEA) – An LEA is an agency or other organization responsible for administrative control or direction of a school.

Glossary

Partnership for Assessment of Readiness for College and Careers

(PARCC): PARCC is a consortium of 18 states working together to develop an assessment system for English language arts and mathematics anchored in what it takes to be ready for college and careers.

Performance-Based Assessment (PBA): For PARCC, the performance-based assessment will be administered approximately 75 percent of the way through the academic study of the grade or course content. Student results on the PBAs will be combined with their results on end-of-year assessments (EOYs) to produce overall PARCC scores in each content area. PBAs in mathematics will focus on reasoning and modeling and include questions that require both short and extended responses.

Standards for Mathematical Practice: The Standards for Mathematical Practice describe ways in which students ought to engage with mathematics through elementary, middle and high school. Examples of these practices include problem solving, procedural fluency and conceptual understanding.

Standard Setting: The process used to establish performance (achievement) level cut scores.

Glossary

Summative Assessment: A summative assessment is designed to measure a student's knowledge and skills at the end of an instructional period, such as an entire school year or at the conclusion of a course. The PARCC summative assessment will include two components — the performance-based assessment (PBA) component and the end-of-year assessment (EOY) component. The results of the two components will be combined to produce overall summative assessment results.

Task: In mathematics, a task is an operational item that may either have a single prompt or multiple prompts. The PARCC mathematics tests contain three types of tasks:

Type I tasks assess concepts, skills and procedures.

Type II tasks assess students' ability to express mathematical reasoning.

Type III tasks assess modeling and applications.

Technology-Enhanced Items (TEIs): TEIs are tasks administered on a computer and take advantage of the computer-based environment to present situations and capture responses in ways that are not possible on a paper-based test.

RESOURCES

- <http://www.parcconline.org/>
- <http://www.state.nj.us/education/sca/>
- <http://njcore.org/>
- <https://www.illustrativemathematics.org/>
- <http://achievethecore.org/>

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